DOCUMENT RESUME

ED 077 941 TM 002 742

TITLE	Goals for Kentucky Schools. Kentucky Assessment and Evaluation Project. A Progress Report.
INSTITUTION	Kentucky State Dept. of Education, Frankfort.
REPORT NO	R-2
PUB DATE	26 Apr 71
NOTE	51p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Annual Reports; *Educational Needs; Educational Objectives; *Evaluation; Models; Sampling; School Districts; *State Programs; Statewide Planning; *Student Needs
IDENTIFIERS	*Kentucky

ABSTRACT

A second-year interim report on a three-year cooperative study involving a regional sampling of 41 Kentucky school districts is presented. The ultimate goal of the project is to develop methods of sampling and annually assessing the extent of learners' needs and to stimulate educational programming based on the reduction of learners' needs. Major activities of Phase II, the subject of this report, centered around: (1) the development and implementation of a learner needs reduction plan; (2) orientation and training sessions for school district teams; and (3) assessing educational outcomes in sampling districts. The learner needs reduction concept model is described, as are implementation steps and sampling procedures. A preview is Phase III is also provided. Presented in appendices are a working paper on common goals for Kentucky education, a chart of behavioral objectives and measurement instruments, and details of sampling procedures. (KM)

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GOALS FOR KENTUCKY SCHOOLS

KENTUCKY EDUCATIONAL

NEEDS ASSESSMENT STUDY

PROGRESS REPORT

FY 71

KENTUCKY DEPARTMENT OF EDUCATION

Wendell P. Butler
Superintendent of Public Instruction

April, 1971

Report Number Two

ED 077941

KENTUCKY ASSESSMENT AND EVALUATION PROJECT

A PROGRESS REPORT

Submitted as a supplement to:

KENTUCKY STATE PLAN FOR SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES UNDER SECTION 131 OF TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, P. L. 89-10 AS AMENDED BY P. L. 90-247

Submitted by

KENTUCKY DEPARTMENT OF EDUCATION

Wendell P. Butler
Superintendent of Public Instruction

April 26, 1971

Report Number Two

FOREWORD

This is a second-year interim report on a three-year cooperative study sponsored by the Kentucky Department of Education and involving a regional sampling of forty-one Kentucky school districts during the period of September, 1970 through May 1971. The Pilot Program deals specifically with criterion-referenced objectives and establishing base-line data and was a requirement for the 1970 ESEA Title III State Plan. It is recognized that Phase I of the needs assessment study, "What Are Kentucky's Learners' Greatest Needs?" was a necessary prerequisite to Phase II of the study which is directed toward translating needs into goals and objectives and assessing educational outcomes in Kentucky.

Major activities of Phase II were centered around (1) the development and implementation of a learner needs reduction plan, (2) orientation and training sessions for school district teams, and (3) assessing educational outcomes in sampling districts. The Kentucky Department of Education expresses its appreciation to those at state and local levels who are giving of their time, energy and skill to assist in this important foundation program step. In particular, special thanks are due school superintendents, project leaders, and other school personnel participating in the project, and to the special consultants who have provided technical assistance throughout the study.

With the evaluation phase nearing completion, the Department of Education is looking forward to the final report and the all-important next step--expansion of the cooperative effort underway and extension of the project to other school districts.

Wendell P. Butler

Wendell P. Butler
Superintendent of Public Instruction

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Introduction

This document is submitted as a second supplement to Kentucky's State Plan for FY 70 and is an interim report of progress in compliance with the recommendation contained in B. Alden Lilywhite's letter of July 30, 1969 in which specific reference was made to Section 2.3.1-- Assessment of Educational Needs. That letter stated:

> "This section should be redeveloped by adding a phase or phases which would provide for a systematic collection of additional data concerning the cognitive, affective and psychomotor needs of the learner as opposed to institutional or administrative needs. Such data to be shown to be current, reliable, valid and appropriately treated. The evidence so obtained should then be refined into a clear-cut statement of critical needs in terms of learner needs. This latter statement should include procedures and criteria for determining criticality of needs, extent to which the needs are actually based on the assessment data, and the extent to which the needs of various areas of the State are reflected in the needs."[1]

In response to this directive, the Department of Education in September, 1969 launched the Kentucky Educational Needs Assessment Study and established the following planning goals to be achieved in FY 70:

1) To carry on a state-wide assessment study (regionalized) seeking to obtain a significant sample of professional and lay citizen opinion concerning the criticality of learner needs in Kentucky.

2) To use a representative sample of both lay and professional groups in validating the representativeness of opinions expressed via instrumentation in "1" above.

3) To develop regionalized and state profiles of critical learner needs which should have utility in developing performance goals in programming--especially in Title III--to reduce the intensity of such needs.

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1. Letter from B. Alden Lilywhite, Deputy Associate Commissioner of Elementary and Secondary Education, U. S. Office of Education, Washington, D.C., dated July 30, 1969.

The above broad objectives formed the nucleus for an extensive state-wide cooperative study in FY 70 identified as Phase I of a three-year Assessment/ Evaluation Study. On August 5, 1970 a report of Phase I was submitted to the U. S. Office of Education as a first progress report and supplement to the FY 70 State Plan. Throughout the Report, it is emphasized that Needs Assessment is a planned recycling of a foundation step--a setting the stage or creating an awareness--of a total educational program calling for a comprehensive planning capability at state and local levels.

An important outcome of Phase I contributing to both process and product development is the State's first regionalized rankings of learner needs. Rank-order correlations for the ten general needs areas and the ten specific needs under each indicate a high level of agreement among participating groups within regions but significant differences in the rankings among the regions. Both the responses to the formal items and open-end statements of the more than 5,000 citizens and educators are reflected in the goal priorities for Phase II, or the current year's development program. Continuity or linkage of Phase I and Phase II is provided by a Learner Needs Reduction Plan prepared by Dr. Fred Edmonds, Bureau of School Services, University of Kentucky, and consultant to the study. Other than minor modifications introduced through a pilot-project, the guidelines set forth in this Concept Model provided the general framework for Phase II activities during the current fiscal year.

Phase II: Learner Needs Reduction
Theoretical Framework

The goal of Phase II of the Kentucky Needs Assessment study for FY 71 is to translate the findings of Phase I--the determination of the criticality of learners' needs--into programmatic strategies for the reduction of such needs. This goal necessitates the development of a theoretical rationale, the establishment of a viable organizational arrangement for the operational development of procedures for experimentation to discover efficacious ways of translating critical learner needs into efficient and accountable instructional strategies, and processes for evaluation and recycling.

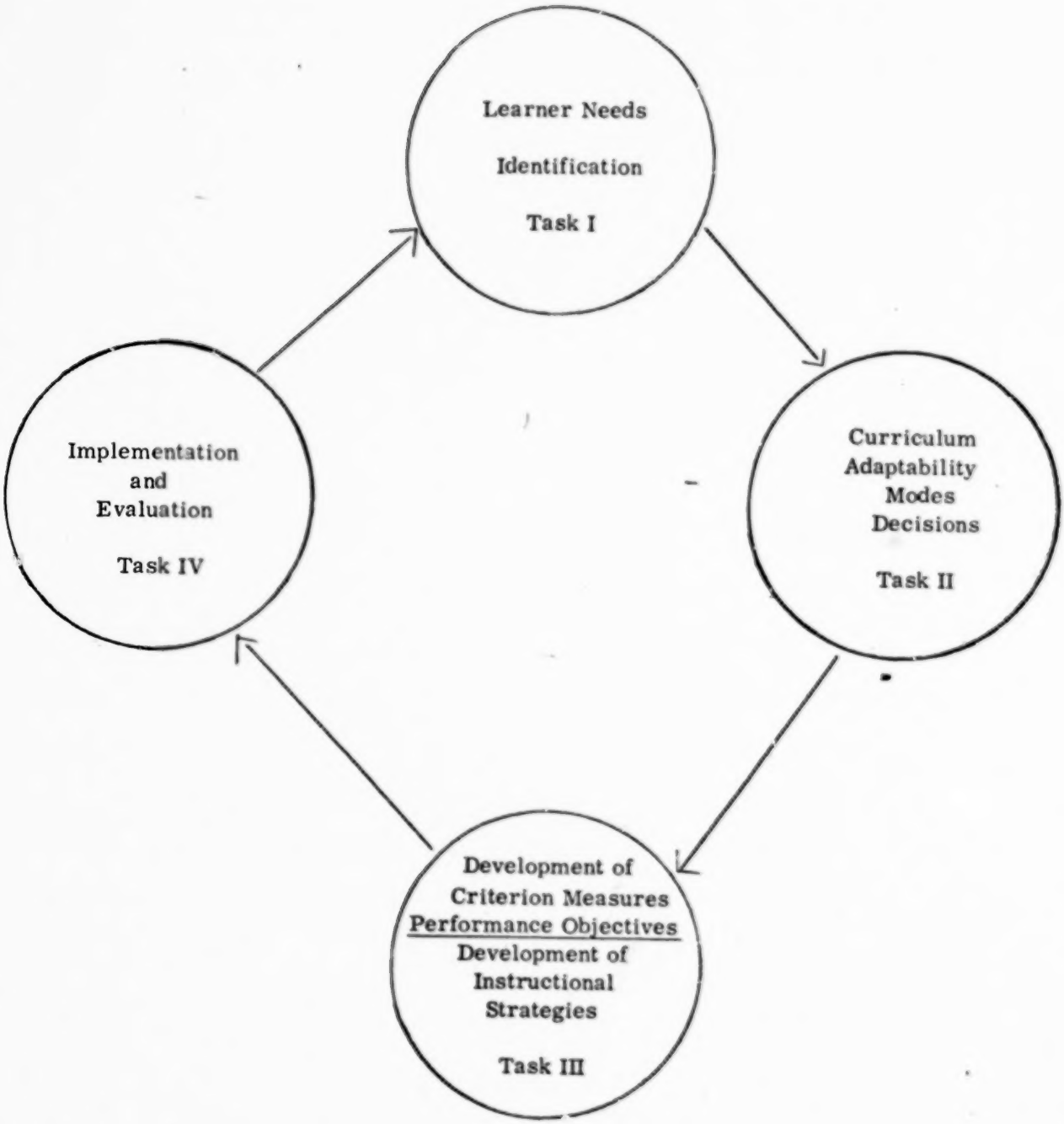
Obviously, the theoretical rationale for this endeavor must be constructed around what has been termed "diagnostic instruction." That is, learners' needs must be identified, the curriculum must be examined to determine where these needs might be treated most effectively, criterion measures must be developed to assess the extent of need reduction, instructional strategies must be projected, and, following instruction, the entire cycle must be evaluated for further modification and proficiency.

The conceptual model for such an undertaking is presently schematically in Figure 1. In explanation, Task I includes all efforts to determine the nature of the needs of learners. (The Kentucky Needs Assessment Study: Phase I is an initial gross effort in this direction though any school would need to refine these "critical" needs more precisely.) Task II represents the determination of curriculum areas which would be receptive to efforts to reduce the identified needs. For example, the learner need "Thinking logically and critically in solving problems" might best be attacked in science

FIGURE 1

LEARNER NEEDS REDUCTION

Concept Model



and/or social science depending upon situational factors in a given school.

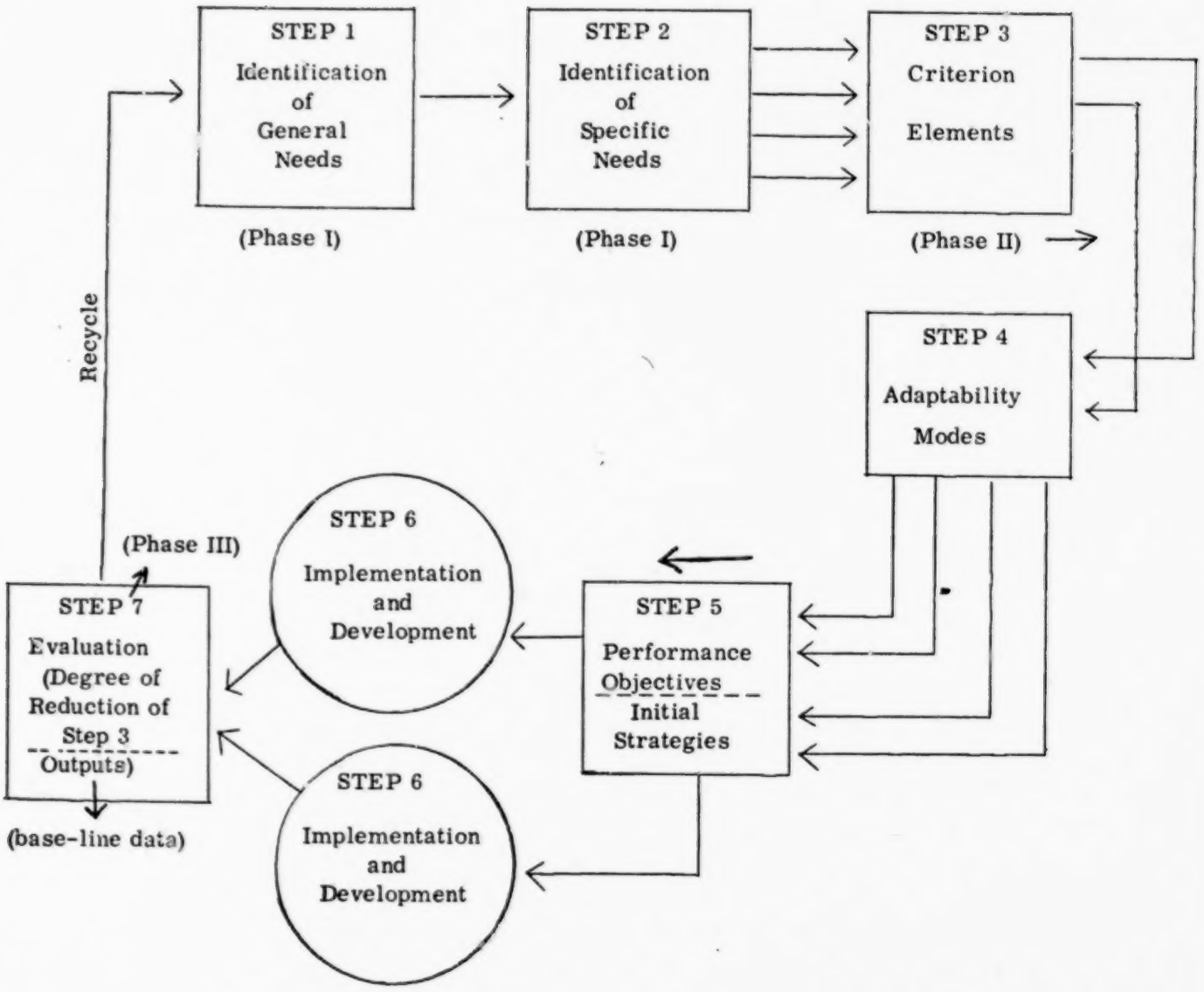
Task III represents two events which should occur almost simultaneously: (1) the development of criterion-referenced measures--behavioral or performance objectives for learners, and (2) the development of instructional strategies for state and local supervisory staff designed in keeping with the use of the criterion measures of learner accomplishment.

Task IV represents both the implementation of the instruction to reduce learner needs and the evaluation of the decisions and processes followed in Tasks I, II, III, and the implementation phase of Task IV.

Figure 2 is a schematic representation of the implementation model for the reduction of learner needs. Briefly, Steps 1, 2, and 3, are components of Task I, just described in the conceptual model. Step 4 is the same as Task II. Step 5 is Task III. Step 6 suggests efforts to employ both criterion measures and instructional strategies developmentally (experimentally). And Step 7 represents the evaluation of the adequacy of the entire needs reduction cycle.

FIGURE 2

LEARNER NEEDS REDUCTION
Implementation Model



Implementation Steps
Phase II, FY 71

Major developmental activities engaged in during FY 71 toward achieving a functional needs assessment model were of four types: (1) general orientation and training sessions for pilot districts (2) carrying out tasks set forth in needs reduction plan (3) determining sampling procedures, and (4) assessing educational outcomes.

Orientation and Training

General orientation of state and local administrative and supervisory staff was provided through two Superintendents' Conferences called by the Superintendent of Public Instruction and related program emphasis in the annual meeting of the Kentucky Association of School Administrators.

At the July Superintendents' Conference, key program sessions were devoted to: (1) comprehensive planning, (2) learners' critical needs and task of the school, and (3) innovation and change. A highlight of the conference was the address by Dr. Leon Lessinger, "Program Accountability and Educational Needs of the '70s."

At the October Superintendents' Meeting on Planning and Evaluation, two major topics were stressed: (1) Kentucky Educational Needs Assessment, and (2) Kentucky's Foundation Program. Of special importance in furthering the Needs Assessment Project was the address by Dr. Arthur Olson, "Educational Needs Assessment and its Relation to Resources for Education."

At the December meeting of KASA, all sessions were built around the theme, "Planning for Education in the Seventies." Again, the accountability theme was stressed in an address by Wendell P. Butler, State Superintendent of Public Instruction. The sampling design for the Pilot Program was a significant outcome of this session.

The general statewide programs focusing on the broad area of planning and accountability in education helped to set the stage for the two general orientation meetings, and regional training sessions for local school district teams. The sample of forty-one

participating school districts by regions is broadly representative of county and independent districts in the eight regions of the state.

The East and West area orientation meetings for superintendents and project leaders dealt with the operational planning phase of "Needs Assessment and Performance Goals and Objectives." The seven regional training sessions were conducted for local district leadership teams consisting of five to ten representatives, with a strong emphasis on involvement of classroom teachers at sampling grade levels--4, 7, and 11. All orientation and training sessions were under the direction of EPIC Diversified Systems Corporation, general consultants to the Needs Assessment Study. By way of summary, a Calendar of Events detailing activities and actual meeting dates or expected completion dates when work is to be performed is grouped by major categories and shown in Table 1.

Translating Learner Needs to Program Goals

The term "learner needs" throughout the Needs Assessment Project are those cognitive, affective, and psychomotor learnings in which Kentucky's public and private school students appear deficient. The difference between where a learner "is" and where he "ought to be" constitutes his needs. A strategy employed early in Phase II development was directed toward translating general and specific learner needs as identified in Phase I into positive statements of goals and objectives or the "ought" model for learners in Kentucky's schools. Thus, the high priority general needs of Phase I became the equivalent high priority Common Goals of Kentucky Education as set forth in Appendix A.

TABLE 1

Calendar of Events

Date	Activity	Place
July 30-31, 1970	KDE/Superintendents' Conference on Planning	Seelbach Hotel Louisville, Kentucky
October 29	KDE/Superintendent's Meeting on Planning and Evaluation	Ramada Inn Frankfort, Kentucky
December 6-8	KASA Annual Conference "Planning for Education in the Seventies"	Seelbach Hotel Louisville, Kentucky
	Orientation Conferences	
January 13-14, 1971	Regions 1, 2, 3, 6 (West)	Park Mammoth Cave City, Kentucky
January 15-16	Regions 4-A, 4-B, 5, 7, (East)	Ramada Imperial Inn Lexington, Kentucky
	Team Training Sessions	
February 2-3	Region 2	Gabes Motel Owensboro, Kentucky
February 4-5	Region 1	Holiday Inn Paducah, Kentucky
February 15-16	Region 5	DuPont Lodge Cumberland Lake
February 16-17	Regions 4-A and 4-B	Continental Inn Lexington, Kentucky
February 18-19	Region 6	DuPont Lodge Cumberland Lake
February 25-26	Region 7	Carter Caves Grayson, Kentucky
March 23	Team Leaders' Meeting at Frankfort	State Board Room Dept. of Education

TABLE 1 (cont'd)

Date	Activity
March 25-26	Sampling procedures were developed at EPIC
March 25-29	Standardized tests were selected and objectives were re-written utilizing suggestions from March 23 meetings at the KDE.
March 29	EPIC telephoned Dr. Elswick to have the standardized tests ordered. A follow-up letter was mailed.
March 29	A firm date as to the time for scoring tests should be obtained from the test companies.
April 1-2	State Department staff should decide on the primary variables to be used in analysis of needs. These should be communicated to EPIC.
April 5-9	EPIC will re-design the affective instruments and the psychomotor checklist and send a copy to the State Department to be printed and prepared for administration.
April 5-9	District person(s) responsible for test administrations should be notified and requested to attend an orientation meeting to discuss sampling and test administration during the last week in April.
April 12-16	Put together an information packet for task leaders.
April 19-20	Orientation meetings for distribution of materials and directions for conducting tests.
April 19-23	Test week for performance objectives.
April 27	Mail Test Results (answer sheets and CTBS) to Department of Education. Collect and box all test instruments and hold for pickup.

Selected criterion elements. The publication of the Final Report of "What Are Kentucky's Learners' Critical Needs?" and a statewide meeting to explore its findings marked the close of Phase I of Kentucky's Educational Needs Assessment Study.

From the top priority general need in the eight regions labeled "Learning Skills", the following specific learning skills were regarded as critical and placed in the upper fifty per cent of total responses by the more than five thousand lay and professional personnel participating in the study. These skills and their rank-order among the one-hundred specific needs included in the survey form are as follows:

Thinking logically and critically in solving problems. (1)

Reading, writing, mathematics, listening, and speaking. (2)

Analyzing their own learning skills, abilities, and needs and seeking assistance when it is needed. (4)

Making choices and decisions based on the best information available. (9)

Applying knowledge or information to problems in a variety of situations. (11)

Relating information from one subject area to another. (20)

Using a variety of materials and equipment in locating and using information. (23)

The behavioral objectives and measurement instruments for grades 4, 7, and 11 are shown in Appendix B. The schedule of testing by guidance counselors and/or supervisory personnel for the specific cognitive, affective, and psychomotor skills is the week of April 19-26, 1971.

Subject or discipline focus. Criterion measures and the parallel assessment instrument(s) will be restricted to the general learner need "Learning Skills," to the subject areas of reading and mathematics, and to grades 4, 7, and 11. This restriction is necessary for this experimental effort simply because of a lack of time and personnel.

Determining Sampling Procedures

Stratified random sampling of elementary and secondary schools in forty-one school districts in the eight regions of the state was employed in selecting participating schools and the 6,020 students at grades 4, 7, and 11 in these schools. The average number of school districts per region was 5.9 with a range of 4 to 7 school districts per region.

Rationale for sampling procedure. Because time and personnel are at a premium, and because it is simply impossible to conduct the proposed project on a state-wide basis, it was determined to use a sample representing schools and districts in the state. In random sampling, each pupil in the classroom has an equal chance of being included in the sample. Random sampling will help the district to validate their propositions widely and thus to assess their scope. Random samples possess the particular advantage of aiding the districts to generalize-with a known degree of error-findings based on the sample data to the population from which the sample is drawn.

Sampling techniques, procedures for identifying schools and sample students, and a listing of all schools to be sampled are shown in Appendix C.

Collection of data. Data collected in the spring of 1971 will serve as baseline data for the following year. The lists of behavioral objectives collected will be disseminated to other districts within the region and perhaps districts state-wide which are interested in writing objectives. What is foreseen is an exchange of objectives from district to district as the objectives are refined. In brief, if the objective is a good one, it should be shared.

Assessing Educational Outcomes

It is increasingly evident that schools are receiving criticism for the lack of firm evidence to prove that they are accomplishing those tasks to which they have been assigned. This criticism is being reflected in many ways: through adverse comments in the press and news media, through student unrest, through alienation of the school from its community, and through expressions of distrust and disagreement as reflected in the public's unwillingness to provide additional financial support. Much as we may dislike to admit, many of these criticisms have a basis in fact and, therefore, should not be ignored. Perhaps, it is time to stop pretending that additional financial support will cure all our ills and enable us to meet such criticism with assurance. Perhaps there are some needs that can be met without additional massive funds. Perhaps we need to take inventory of our performance and, thereby, be able to provide our constituency with undeniable evidence that we can, indeed, be productive in the performance of our functions.

But, of course, we realize that we should be spurred to greater productivity simply because of our professional commitment toward improving the quality of educational programming and not entirely because we are experiencing severe criticism. If we have that commitment, even derogatory criticism will be regarded as informative and perhaps useful.

The Kentucky Needs Assessment Project has been designed to provide procedures for inventorying the performance of the schools of the Commonwealth. In concert with many of the other forty-nine states, Kentucky is seeking to:

1) Identify what the public and profession regard as the needs of learners in the state.

2) Determine the criticality of these learner needs by applying judgemental values based on opinion and in keeping with the goals of schools in Kentucky.

3) Establish performance goals for the alleviation of critical learner needs and develop programs specifically geared toward the attainment of such goals.

4) Apply measures of accountability, based upon performance goals, to the progress of such programs.

Phase I of the project, encompassing 1 and 2 above, has already been completed. (These two steps are reported in Kentucky Educational Needs Assessment Study Phase I, published by the Kentucky Department of Education, September, 1970.)

Summary of Project Through Phase II

Summarizing, the ultimate goal of the Kentucky Needs Assessment Project is to develop methods of sampling and annually assessing the extent of learners' needs in Kentucky, and to stimulate educational programming based on the reduction of learners' needs. Thus, the completed Phase I of the project--1969-70 school year--was devoted to an identification of learners' needs and a determination of the criticality of those needs. Now for the 1970-71 year, Phase II is designed to result in the development of experimental assessment instruments and procedures to be used in measuring the extent of a limited number of learners' needs in selected school districts.

To accomplish the goal of Phase II, the following activities were carried out:

1) A sample of school districts was selected to: (a) help develop and verify criterion-referenced measures keyed to the limited number of learners' needs selected for Phase II attack; (b) help

develop and verify assessment instrument(s) containing test items which are based on the criterion measures; and (c) administer the assessment instrument(s) to a representative sample of students so that the instrument(s) may be validated and/or modified for further usage, and a perspective may be obtained concerning the precise extent of learners' needs.

2) Participating school districts were assisted at the regional and state level by teams of consultants competent in the development of criterion measures, the construction of test items, and the format of student assessment instrument(s). Additionally, work materials and pamphlets were made available to all participants. Each of the school districts were asked to form a team composed of a minimum of one each: elementary teacher, elementary principal, secondary teacher, secondary principal, and supervisor or central office curriculum worker.

3) School district teams were convened in seven of the eight Title III regions to: (a) provide advice and counsel in the writing of appropriate criterion measures; (b) provide advice and counsel in the development of the assessment instrument(s); (c) obtain information concerning the administration of the assessment instrument(s); and (d) provide advice and counsel in the modification of the assessment instrument(s) after they have been administered and scored.

The pattern for the sampling design and assessment procedures was developed under contractual arrangements by the EPIC Diversified Systems Corporation. Minor modifications of plan and administration of the total program was under the direction of the Office of Research and Planning.

Looking Ahead to Phase III

The completion of Phase II of this project should result in the development of a method (test instruments and procedures) of making an annual assessment of the progress of schools in alleviating the specific learning needs of students. While the method will be but a tentative and experimental beginning toward what should result ultimately in a comprehensive method of assessing learners' status, it will represent a giant step toward educational accountability. Continued efforts during subsequent years should provide us with the experience and competence to achieve school programs that clearly meet the needs of learners.

While Phase II is a limited approach to the problem of accountability (limited to a sample of school districts, grade levels, students, and the subject areas of reading and mathematics) tentative State plans, open to review and modifications by local leaders, is that the project will be expanded considerably in Phase III. The benefits which should accrue from this total effort are obvious and need little elaboration.

APPENDIX A

TRANSLATED GENERAL NEEDS:

GOALS FOR KENTUCKY EDUCATION

WORKING PAPER
Phase II - Needs Assessment

Goals for Kentucky Education

Preamble

Goals serve to guide the development and operation of schools. Goals are both the hoped-for end products of schools and the processes which guide efforts toward the attainment of the end products. In a democracy, the ends and the means are equally crucial.

This document describes the Product and Process goals of the public schools in Kentucky. Variations of these goals in phraseology and extent of elaboration do exist; however, the goals defined in this document do characterize the central intent of and are commonly subscribed to by the public schools of Kentucky.

Kentucky Department of Education

Wendell P. Butler
Superintendent of Public Instruction
January, 1971

The statements of goals which follow are divided into two classifications: (1) Product Goals, which represent the anticipated outcomes pupils are expected to gain or possess as a result of their school experience; and (2) Process Goals, or the ways and means schools strive to follow or employ in attaining the Product Goals.

Page two lists the six major categories of Product Goals, all of which are described more specifically on pages three through eight. The Product Goal: "Kentucky's schools seek to develop citizens who have optimum learning skills" is elaborated further on Page three, et cetera.

Page nine describes the six Process Goals schools strive to reach as they seek to help pupils attain the Product Goals.

PRODUCT GOALS

KENTUCKY'S SCHOOLS SEEK TO DEVELOP CITIZENS WHO . . .

Have optimum learning skills . . . Page 3

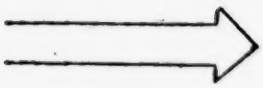
Have an appropriate knowledge base . . . Page 4

Have the attitudes, understandings, and skills necessary for becoming economically productive in the world of work and for obtaining personal satisfaction in worthwhile recreational and leisure pursuits . . . Page 5

Have the attitudes, understandings, and skills necessary for functioning effectively as citizens in a democratic society. . . Page 6

Have the attitudes, understandings, and skills necessary for establishing satisfying, wholesome human relationships in the home, the school, the world of work, and other inter-active social situations . . . Page 7

Have the attitudes, understandings, skills, and characteristics associated with optimum physical and mental health. . . Page 8



The GOAL of learning skills includes:

Having communications skills:

- Oral and written expression
- Reading and symbols of language, mathematics, science, etc.

Having critical thinking skills in:

- Identifying problems
- Finding information
- Analyzing, synthesizing, and ordering information
- Using appropriate information and logic in problem-solving

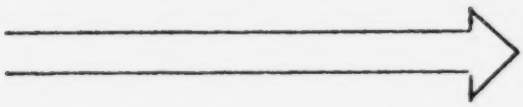
The GOAL of an appropriate knowledge base includes:

Having an understanding of:

- Methods of collecting information in the various learning disciplines (science, social science, mathematics, fine arts, et cetera).
- Structures of the various learning disciplines
- Information in the various learning disciplines

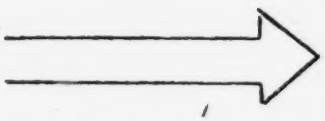
Understanding one's self in relation to:

- Capabilities
- Limitations
- Interests
- Prejudices



The GOAL of economic productivity and recreational satisfaction includes:

- Understanding a wide variety of vocational career opportunities
- Having occupational skills
- Having wholesome attitudes concerning work
- Having satisfying leisure activities

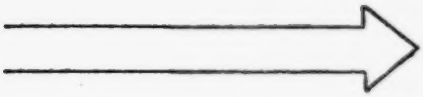


The GOAL of functioning effectively as a citizen includes:

Having attitudes of cooperation for the betterment of one's community, society, and environment

Understanding the necessity for organized social and political organizations

Understanding the interdependence of the individual's rights and responsibilities in a democracy

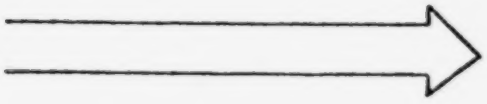


The GOAL of human relations includes:

Understanding other people and developing positive attitudes for their worth and dignity

Understanding how to work with and relate to other individuals and groups

Understanding and appreciating our culture and valuing those attributes which have enabled man to survive and accomplish



The GOAL of physical and mental health includes:

Having positive and realistic self-images

Understanding body processes and functions

Developing physical fitness through active physical activities

PROCESS GOALS

KENTUCKY'S SCHOOLS SEEK TO ATTAIN PROCESS GOALS THROUGH PROCESSES WHICH MAKE EACH SCHOOL . . .

- ✓ Sensitive and responsibe to the needs of all students regardless of socio-economic status, physical and mental abilities or limitations, ethnic origin, and religious beliefs . . .
- ✓ A laboratory for the practice of interpersonal relationships, democratic behavior, and individual self-realization . . .
- ✓ Strive for individualized learning opportunities for students in spite of the obvious limitations which permeate and condition mass education . . .
- ✓ Enjoyable, interesting, and challenging for youth who must spend a considerable portion of their formative years in it . . .
- ✓ Strive for an optimum mix of efforts to balance programming to meet individual, community, and societal needs . . .
- ✓ Strive to become more efficient in the expenditure of human and material resources and time . . .

APPENDIX B

BEHAVIORAL OBJECTIVES AND MEASUREMENT INSTRUMENTS

KENTUCKY NEEDS ASSESSMENT[1]

*Tests covered some of the objectives, but not adequately
**Tests did not adequately measure these objectives

OBJECTIVES	MEASUREMENT INSTRUMENTS		
Below are the basic minimum behavioral objectives for the majority of 4th, 7th, and 11th graders in the participating school districts. Although the objectives are similar for all three grades, the content and measurement items differ as to difficulty levels as determined by by items in the selected items.	The standardized tests were selected by district representatives. An important aspect of the analysis will match test items and subtests to the specific objectives. Some of the objectives are not measured by the tests selected for Phase II.		
	4th Grade	7th Grade	11th Grade
	CTBS, Level 1	CAT, Level 3	SAT, High School Battery
I. COGNITIVE: MATH			
1. Apply basic operations of whole numbers and fractions a. add b. subtract c. multiply d. divide	Test 6	Section 3	Test 2
2. Comprehend units of measurement a. time b. money c. linear d. liquid	Tests 7 and 8	Sections 3 and 4	Test 2
3. Comprehend Arabic numbers and numerals	Tests 6, 7 and 8	Section 4	Test 2

1. Source: EPIC

	4th Grade	7th Grade	11th Grade
	CTBS, Level 1	CAT, Level 3	SAT, High School Battery
4. Comprehend terms and symbols a. greater than b. less than c. equal and unequal d. segment e. operations terms and symbols	Tests 7 and 8	Sections 4 and 5	Tests 2 and 3A
5. Knowledge of geometry a. points b. lines c. planes d. angles	Tests 7 and 8	*Section 4	Test 3A
6. Comprehend properties a. associative b. cumulative c. distributive d. zero e. unity	**	**	Test 3A
7. Comprehend sets a. union b. intersection c. empty d. subsets	**	Section 4	Test 3A
8. Apply math skills, concepts, and operations to word problems (problem solving)	Test 8	Sections 4 and 5	Tests 2 and 3A
9. Comprehend charts and graphs	Test 9	*Section 5	Tests 2 and 3A

II. COGNITIVE: READING	4th Grade CTBS, Level 1	7th Grade CAT, Level 3	11th Grade SAT, High School Battery
10. Knowledge of vocabulary words (sight recognition and identification)	Test 1	Section 1	Test 4
11. Comprehend words and phrases (meaning and interpretation)	Test 1	Section 1	Test 4
12. Apply word attack skills a. phonics b. syllabication c. word structure d. context clues	**	**	**
13. Comprehend reading content (determine main idea, paraphrase, translate, sequence, interpret, predict) utilizing: a. sentences b. paragraphs c. stories	Test 2	Section 2	Test 1, Part B & C Test 4
14. Analyze reading content (make comparisons and relationships) utilizing: a. sentences b. paragraphs c. stories	*Test 2	Section 2	Test 1C, Test 4
15. Apply reference skills a. dictionary and glossary b. table of contents c. index d. library catalogue card	Test 9	Section 2	**

	4th Grade	7th Grade	11th Grade
	CTBS, Level 1	CAT, Level 3	SAT, High School Battery
III. AFFECTIVE			
16. Students will respond positively toward: a. self b. school c. peers d. math e. reading	Attitude Inventory	Attitude Inventory	Attitude Inventory
IV. PSYCHOMOTOR			
17. Students will demonstrate precision of selected psychomotor skills. a. pullups b. situps c. shuttle run d. broad jump e. 50-yard dash f. ball throw g. 600-yard run	President's Physical Fitness Test	President's Physical Fitness Test	President's Physical Fitness Test

APPENDIX C

SAMPLING PROCEDURES

SAMPLING PROCEDURES

The sampling procedures detailed in this description were determined adequate to arrive at regional norms. This description details the number of students for each grade and district to be included in the sample for the Phase II Needs Assessment.

I. The following steps were taken in arriving at the sample figures:

1. The percent of statewide student enrollment for grades 4, 7, and 11 for each region was computed and applied to a sample size of 5,000 students to determine the number of students to be included for each region and grade level within regions.
2. Assuming that the districts participating are representative of the various regions, the per cent enrollment for each district and grade level was computed and applied to the regional figures arrived at in step 1.
3. Where figures for particular districts for any grade level fell below a sample N of 25, enough students were added to bring the sample N to a least 25. This was done in order to assure that district feedback from the needs assessment testing would be based on enough students to be valid and usable for decision making at the local level. Although the addition of students for particular districts does distort the percentage relationship to a slight degree, it is thought that the advantages of adding these students outweighs the disadvantages.

II. Procedures for Identifying Schools

Districts with three or less schools at any grade level required (4, 7 or 11) will identify all three schools to be sampled. Districts with more than three but less than

ten schools will identify the schools to be sampled by numbering the schools consecutively on a porportionate basis and then drawing the numbers of two schools from a table of random numbers. School districts with more than ten schools will consecutively number each school on a porportionate basis and then draw from a table of random numbers twenty per cent of the total number of schools as the sample number of schools.

By basing the sample on a porportionate basis of school population at each grade level and then by randomly selecting the sample, the district can assure that the sample of schools would be representative of the schools in the district and consequently representative of the schools in the region. A base figure of twenty-five pupils per grade was used to determine the porportionate listing of schools.

III. Procedures for Identifying Sample Students

1. a. Districts with one or three or less schools at any grade level will sample students from each school. The students required for the sample will be as evenly divided among the schools as possible. In addition, the number of students required from each school will be as evenly divided among the English class sections as possible.

   b. In order to randomly select the required number of students from each room, every 5th student will be selected beginning with the row of students furtherest to the left of the teacher as she faces the students and continuing down each row until the required number has been selected.

2. Districts with more than 4 but less than 10 schools at any grade level will sample from at least 2 schools. Those districts with more than 10 schools will sample from 20% of the schools. When the schools have been identified, the procedure described in the above will be used to select the required number of students.

The proposed sample size, school, district, and region are shown on the following pages.

REGION I

Schools to be sampled

	Test CTBS	Test CAT	Test Stanford Basic Battery	
	Grade 4	Grade 7	Grade 11	Total
Christian Co.				
Highland	23			23
Sinking Fork	22			22
Christian Co. Middle		45		45
Christian Co. H. S.			36	36
Total	45	45	36	126
Henderson Co.				
Ben Gate	17			17
Weaverton	17			17
Henderson Co. Middle		34		34
Henderson Co. H. S.			28	28
Total	34	34	28	96
Marshall Co.				
Briensburg	16	16		32
Benton	16	16	8	40
N. Marshall			9	9
S. Marshall			9	9
Total	32	32	26	90
McCracken Co.				
Concord	13			13
Lone Oak	15			15
Reidland	15			15
Lone Oak Upper		15		15
Reidland Middle		15		15
Heath Middle		13		13
Lone Oak H. S.			12	12
Reidland H. S.			11	11
Heath H. S.			11	11
Total	43	43	34	120

Region I (continued)

	Test CTBS	Test CAT	Test Stanford Basic Battery	
	Grade 4	Grade 7	Grade 11	Total
Paducah Ind.				
Cooper	20			20
Jackson	21			21
Brazelton Jr.		21		21
Jetton Jr.		20		20
Paducah-Tilghman H. S.			32	32
Total	41	41	32	114
Union Co.				
Morganfield	16			16
Sturgis	16			16
Morganfield Jr.		16		16
Sturgis Jr.		16		16
Union Co. H. S.			26	26
Total	32	32	26	90

REGION II

Schools to be sampled

	Test CTBS	Test CAT	Test Stanford Basic Battery	
	Grade 4	Grade 7	Grade 11	Total
Daviess Co.				
Maceo	17			17
Masonville	17			17
Sutherland	18			18
Apollo		26		26
Daviess Co. Jr.		27		27
Daviess Co. H. S.			39	39
Total	52	53	39	144
Owensboro Ind.				
Benjamin Franklin	24			24
Newton Parrish	25			25
John L. Foust		17		17
Southern Jr.		17		17
Kenneth A. Estes, Jr.		16		16
Owensboro H. S.			37	37
Total	49	50	37	136
Hardin Co.				
Lincoln Trail	20			20
East Hardin	20			20
N. Hardin Jr.	20			20
Howevalley		30		30
Lincoln Trail		31		31
N. Hardin			16	16
E. Hardin			16	16
W. Hardin			15	15
Total	60	61	47	168
Ohio Co.				
Wayland Alexander	16			16
Central Park	16			16
Hartford		16		16
Beaver Dam		17		17
Ohio Co. H. S.			25	25
Total	32	33	25	90

Region II (continued)

	Test CTBS	Test CAT	Test Stanford Basic Battery	
	Grade 4	Grade 7	Grade 11	Total
Warren Co.				
N. Warren	20			20
Oakland	20			20
Alvaton		21		21
Bristow		20		20
Warren Central			16	16
Warren East			15	15
Total	40	41	31	112
Bowling Green Ind.				
McNeil	19			19
Parker-Bennett	18			18
Bowling Green Jr.		38		38
Bowling Green H. S.			29	29
	37	38	29	104

REGION III

Schools to be sampled

	Test CTBS	Test CAT	Test Stanford Basic Battery	
	Grade 4	Grade 7	Grade 11	Total
Bullitt Co.				
Lebanon Junction	16			16
Ora L. Roby	16			16
Shepherdsville Jr.		16		16
Mt. Washington Jr.		16		16
Bullitt Co. H. S.			26	26
Total	32	32	26	90
Jefferson Co.				
Auburndale	26			26
Bashford Manor	26			26
Fairdale	26			26
John Filson	26			26
Goldsmith	26			26
Greenwood	26			26
Kenwood	25			25
Mattie B. Luhr	25			25
Medora	25			25
Middletown	25			25
Gideon Shryock	25			25
Wade Shacklette	25			25
Alice Waller	25			25
Vinde S. Wilder	25			25
Suda E. Butler		89	70	159
Fairdale		89	70	159
Fern Creek		89	69	158
Thomas Jefferson		89	69	158
Total	356	356	278	990
Oldham Co.				
Crestwood	11			11
LaGrange	11			11
Liberty	10			10
Oldham Co. Jr.		32		32
Oldham Co. H. S.			26	26
Total	32	32	26	90

REGION IV-A

Schools to be sampled

	Test CTBS	Test CAT	Test Stanford Basic Battery	
	Grade 4	Grade 7	Grade 11	Total
Campbell Co.				
Alexandria	22			22
Highland Heights	22			22
Campbell Co. Upper		32		32
Campbell Co. H.S.			24	24
Total	44	32	24	100
Trimble Co.				
Bedford	22			22
Milton	22			22
Trimble Co. Middle		32		32
Trimble Co. H. S.			24	24
Total	44	32	24	100

REGION IV-B

Schools to be sampled

	Test CTBS	Test CAT	Test Stanford Basic Battery	
	Grade 4	Grade 7	Grade 11	Total
Clark Co.				
Pilot View	23			23
Hickman Street	23			23
Belmont		16		16
Conkwright Middle		17		17
George R. Clark H.S.			25	25
Total	46	33	25	104
Bardstown Ind.				
Bardstown	44	32	121	100
Mercer Co.				
Mercer Co. Elem.	44	32	24	100
Harrodsburg Ind.				
Harrodsburg	22	32		54
Harlan	22			22
Harrodsburg H.S.			24	24
Total	44	32	24	100
Fayette Co.				
Douglas	40			40
Mary Todd	40			40
Picadome	40			40
Stonewall	41			41
Harrison	41			41
Jefferson Davis	41			41
Northern	41			41
Leestown Jr.		103		103
Lexington Jr.		103		103
Lafayette H.S.			78	78
Tates Creek H.S.			77	77
Total	284	206	155	645

REGION V

Schools to be sampled

	Test CTBS	Test CAT	Test Stanford Basic Battery	
	Grade 4	Grade 7	Grade 11	Total
McCreary Co.				
Eagle	16			16
Smithtown	17	16		33
Whitley City		16		16
McCreary Co.			13	13
Pine Knott			12	12
Total	33	32	25	90
Taylor Co.				
Taylor Co.	17	16		33
Mannsville	16	16		32
Taylor Co. H.S.			25	25
Total	33	32	25	90
Pulaski Co.				
Burnside	18	18	13	49
Shopville	19	18	13	50
Total	37	36	26	99
Somerset Ind.				
Hopkins	11			11
Memorial	11			11
Parker	11			11
Central		32		32
Somerset H. S.			25	25
Total	33	32	25	90
Wayne Co.				
Wayne Co. #3		16		16
Powersburg	16	16		32
Wayne Co. #2	17			17
Wayne Co. H. S.			25	25
Total	33	32	25	90
Monticello Ind.				
Monticello	33	32	25	90

REGION VI

Schools to be sampled

	Test CTBS	Test CAT	Test Stanford Basic Battery	
	Grade 4	Grade 7	Grade 11	Total
Knox Co.				
Dewitt	19	19		38
Gridler	19	20		39
Knox Central			14	14
Lynn Camp			13	13
Total	38	39	27	104
Harlan Co.				
Benham	30	30		60
Loyall	30	31		61
James A. Cawood			14	14
Cumberland			14	14
Evarts			13	13
Total	60	61	41	162
Perry Co.				
Combs	23	24		47
Leatherwood	23	23		46
Napier			15	15
Combs Memorial			15	15
Total	46	47	30	123
Hazard Ind.				
Eversole	19	19		38
Walkertown	18	19		37
Hazard H. S.			25	25
Total	37	38	25	100
Madison Co.				
Kingston	18	19		37
Silver Creek	19	19		38
Madison Central H. S.			25	25
	37	38	25	100

Region VI (continued)

	Test CTBS	Test CAT	Test Stanford Basic Battery	
	Grade 4	Grade 7	Grade 11	Total
Breathitt Co.				
L. B. J.	19	19		38
Marie Roberts	18	19		37
Breathitt Co. H. S.			25	25
Total	37	38	25	100
Middlesboro Ind.				
East End	18			18
West End	19			19
Middlesboro Upper		38		38
Middlesboro H. S.			25	25
Total	37	38	25	100

REGION VII

Schools to be sampled

	Test CTBS Grade 4	Test CAT Grade 7	Test Stanford Basic Battery Grade 11	Total
Fleming Co.				
Ewing	18	18		36
Flemingsburg	18	19		37
Fleming Co. H.S.			26	26
Total	36	37	26	100
Greenup Co.				
Argillite	32	32		64
S. Portsmouth	31			31
Greysbranch	33			33
Greenup Co.			15	15
Surtland			15	15
McKell			16	16
Total	63	65	46	174
Bath Co.				
Bethel Consolidated	12	13		25
Owingsville	12	13		25
Salt Lick	12	12		24
Bath Co.			26	26
Total	36	38	26	100
Mason Co.				
Orangeburg	18	19		37
Washington	18	19		37
Mason Co. H.S.			26	26
Total	36	38	26	100
Paintsville Ind.				
Paintsville	36	38	26	100
Boyd Co.				
Cannonsburg	26	26		52
Ironville	26	27		53
Boyd Co. H.S.			39	39
Total	52	53	39	144